Math-2nd Quarter	**WHAT IS MY CHILD LEARNING?**	**HOW CAN I HELP AT HOME?**
Kindergarten	• Counting numbers and quantities 6-9.	• Counting out loud 0-9. • Counting cereal pieces, beans, pasta pieces up to 9.
	• Write numbers from 0 to 9.	• Writing numbers 0-9 on a piece of scratch paper (use different colored markers or different mediums such as crayons, colored pencils, or paint) or with chalk outside in the back yard. • Have your student write a given number and then represent it with objects from around the house (hair ties, toy cars…).
	• Classify and sort objects (no more than 9) by measured attributes. Count how many objects are in each group.	• Create two groups- one group with forks and the other group with spoons, decide which group has more, which group has less or if they are equal. • At home, sort buttons, shells, shapes, beans, etc, and after sorting each object into the group it belongs, count how many there are in each group.
	• Represent addition and subtraction with objects, fingers, mental images, drawings… • Solve written addition and subtraction equations (sentences).	• Get out small objects (erasers, crayons, paper clips) and set up two different sets (i.e.-2 in one group and 4 in another group). Have your student orally express the addition problem (i.e.- "Two plus four equals six."). • Write an addition or subtraction problem on a piece of scratch paper. Have your student solve the problem. Then have your student "read" the written equation (i.e. 2+3=5). Be sure to use the terms "plus"," take away" and/or "minus", and "equals".
	• Addition and subtraction word problems within 9 by using objects or drawings to represent the problem.	• Get out small objects (erasers, crayons, paper clips) and set up two different sets (i.e.-2 in one group and 4 in another group). Have your student orally express the addition problem (i.e.- "Two plus four equals six."). • Create word problems at home. For example: John has 5 apples

		and his mom gave him 3 more. How many apples does John have total?
	• Fluently add and subtract within 5.	• Practice with flashcards that you get from your teacher during second quarter. Only work on a few facts at a time until mastered.
	• Decompose numbers less than or equal to 9 into pairs in more than one way by using objects or drawings. Example: 5=2+3 and 5=4+1	• For the number 5, the student can split a set of 5 objects into 1 and 4 or 2 and 3 or 5 and 0.
	• Count to 100 by ones.	• Have your child count to 100 while in the car, before bed or while you're waiting for dinner to be done.
	• Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	• Have 5 cookies on a plate and count the rest of the cookies starting from "5" on another plate.
	• Identify whether the number of objects is greater than, less than, or equal to the number of objects in another group. • Compare two numbers between 0 and 9 presented in written numerals.	• On a piece of paper, write two numbers and your child should determine which is greater or less than the other. If help is needed, represent the number's value by draw small dots under each number so the student can visually see which number has more dots.
	• Describe objects in the environment using name of shapes and describe the relative positions of these objects using terms such as: above, in front of, behind and next to.	• Place an object next to, behind, above, below, beside or in front of another object and ask positional questions such as, "Where is the teddy bear? (the teddy bear is placed behind a box). The child says, "The bear is behind the box".
	• Correctly name shapes regardless of their orientations or overall size. (Just 2-dimensional objects) • Build shapes from components (i.e—sticks or die-cuts) and draw them.	• Draw or cut out 2-D shapes on scrape paper. • Go on a "shape hunt" and find shapes in the students environment (home, park, grocery story) (i.e.—the kitchen sink is a square, the bathroom sink is an oval, the kitchen table is a rectangle…).
	• Identify and model shapes and also as 2-dimensional (lying in a plane, "flat").	• Identify the shape of objects at home (a rectangular table is 3D vs. a rectangle on a piece of paper is 2D).
	• Compose simple shapes to form larger shapes.	• Create a rhombus with 2 triangles or a rectangle with 2 squares.